

2010 2011

University of Alberta Library



0 1620 2868843 8

# Grade 3

Curriculum  
Handbook  
for Parents

**we** encourage  
encourager



LB  
1564  
C3  
A3  
C87  
gr.3  
2010/  
2011  
CURR  
GUIDE

Alberta

Government of Alberta



EX LIBRIS  
UNIVERSITATIS  
ALBERTENSIS

---

• GRADE

3

# Curriculum Handbook for Parents

2010–2011

This Curriculum Handbook provides parents with information about the Grade 3 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

# Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at <http://education.alberta.ca>.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre  
12360 – 142 Street  
Edmonton, Alberta, Canada, T5L 4X9  
Telephone: 780-427-2767  
Toll-free: 310-0000 (inside Alberta)  
Fax: 780-422-9750  
Internet: <http://lrc.education.gov.ab.ca/pro/default.html>

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310-0000.

Arts, Communications and Citizenship  
Telephone: 780-427-2984  
Fax: 780-422-3745  
E-mail: [curric.contact@education.gov.ab.ca](mailto:curric.contact@education.gov.ab.ca)

French Language Education Services  
Telephone: 780-427-2940  
Fax: 780-422-1947  
E-mail: [LSB@edc.gov.ab.ca](mailto:LSB@edc.gov.ab.ca)

Digital Design and Resource Authorization  
Telephone: 780-427-2984  
Fax: 780-422-3745  
E-mail: [curric.contact@education.gov.ab.ca](mailto:curric.contact@education.gov.ab.ca)

Learner Assessment  
Telephone: 780-427-0010  
Fax: 780-422-4200  
E-mail: [LAcontact@edc.gov.ab.ca](mailto:LAcontact@edc.gov.ab.ca)

Distributed Learning  
Telephone: 780-674-5350  
Fax: 780-674-6561  
E-mail: [DLB.General@gov.ab.ca](mailto:DLB.General@gov.ab.ca)

Mathematics and Science  
Telephone: 780-427-2984  
Fax: 780-422-3745  
E-mail: [curric.contact@education.gov.ab.ca](mailto:curric.contact@education.gov.ab.ca)

Early Learning Branch  
Telephone: 780-422-9423  
Fax: 780-643-1188  
E-mail: [PUF@gov.ab.ca](mailto:PUF@gov.ab.ca)

Special Education Branch  
Telephone: 780-422-6326  
Fax: 780-422-2039  
E-mail: [Special.Education@gov.ab.ca](mailto:Special.Education@gov.ab.ca)

First Nations, Métis and Inuit Services  
Telephone: 780-415-9300  
Fax: 780-415-9306  
E-mail: [FNMISServices@gov.ab.ca](mailto:FNMISServices@gov.ab.ca)

ISSN 1483-1678

Copyright © 2010, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Permission is given by the copyright owner to reproduce this handbook for educational purposes and on a nonprofit basis.

# TABLE OF CONTENTS

|           |                                                           |
|-----------|-----------------------------------------------------------|
| iv        | Message from the Minister of Education                    |
| <b>1</b>  | <b>Introduction</b>                                       |
| 1         | Finding Information                                       |
| 2         | Helping Your Child at Home                                |
| 3         | Information Regarding the <i>Alberta Human Rights Act</i> |
| <b>4</b>  | <b>Grade 3</b>                                            |
| 4         | Overview                                                  |
| <b>5</b>  | <b>Information and Communication Technology</b>           |
| <b>6</b>  | <b>First Nations, Métis and Inuit Education</b>           |
| <b>6</b>  | <b>English Language Learners</b>                          |
| <b>7</b>  | <b>Required Subject Areas</b>                             |
| 7         | English Language Arts                                     |
| 10        | Mathematics                                               |
| 13        | Science                                                   |
| 15        | Social Studies                                            |
| 18        | Physical Education                                        |
| 21        | Health and Life Skills                                    |
| 23        | Art and Music                                             |
| <b>24</b> | <b>Optional Subject Areas</b>                             |
| 24        | Drama                                                     |
| 25        | Languages                                                 |
| <b>31</b> | <b>Commonly Accessed Web Links</b>                        |
| <b>33</b> | <b>Questionnaire</b>                                      |

## Message from the Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out*, I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.



Dave Hancock, Q.C.  
Minister, Alberta Education

## ► Introduction

---

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

## Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).
- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.
- **Curriculum Express** for Kindergarten to Grade 3 is a series of handbooks, developed to provide a short explanation of the curriculum for parents who are English language learners.

<http://education.alberta.ca/parents/resources/handbook.aspx>

<http://education.alberta.ca/parents/resources/summaries.aspx>

<http://education.alberta.ca/parents/resources/express.aspx>

<http://education.alberta.ca/teachers/program.aspx>

<http://education.alberta.ca/apps/lrdb>

<http://education.alberta.ca>

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).
- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.
- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

## Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at <http://lrc.education.gov.ab.ca/pro/default.html>

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*—Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

<http://learnalberta.ca>

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

<http://www.2learn.ca>

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

## Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where “courses of study, educational programs or instructional materials, or instruction or exercises ... include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.” Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.

## GRADE

# 3

In Grade 3, students study required subject areas. Optional subject areas may be available at the local school. Students have access to a minimum of 950 hours of instruction each school year.

## Overview

The Grade 3 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

View the programs of study at  
<http://education.alberta.ca/teachers/program.aspx>

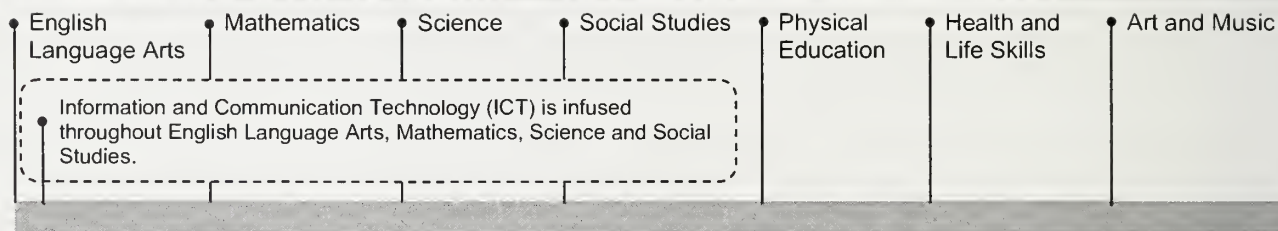
Purchase programs of study from the Learning Resources Centre (LRC).  
 Order online at  
<http://lrc.education.gov.ab.ca/pro/default.html>

This handbook contains:

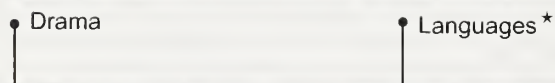
- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

### GRADE 3: [REQUIRED SUBJECT AREAS]



### GRADE 3: [OPTIONAL SUBJECT AREAS]



\* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

### New Courses for 2010–2011 School Year:

- Mathematics (English and French)

## ► Information and Communication Technology (ICT)

---

View the information and communication technology subject page at <http://education.alberta.ca/teachers/program/ict.aspx>

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

**ICT learning outcomes have been established for each division. The following is a sample of the Division 1 learning outcomes that students are expected to meet by the end of Grade 3.**

### **Communicating, Inquiring, Decision Making and Problem Solving**

- access and retrieve appropriate information from electronic sources for a specific inquiry
- process information from more than one source to retell what has been discovered

### **Foundational Operations, Knowledge and Concepts**

- identify technologies used in everyday life
- demonstrate courtesy and follow classroom procedures when making appropriate use of technology

### **Processes for Productivity**

- create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- edit complete sentences, using such features of word processing as cut, copy and paste

## ► First Nations, Métis and Inuit Education

---

<http://education.alberta.ca/teachers/fnmi.aspx>

<http://education.alberta.ca/teachers/fnmi/policies.aspx>

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

To support the learning of First Nations, Métis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

## ► English Language Learners

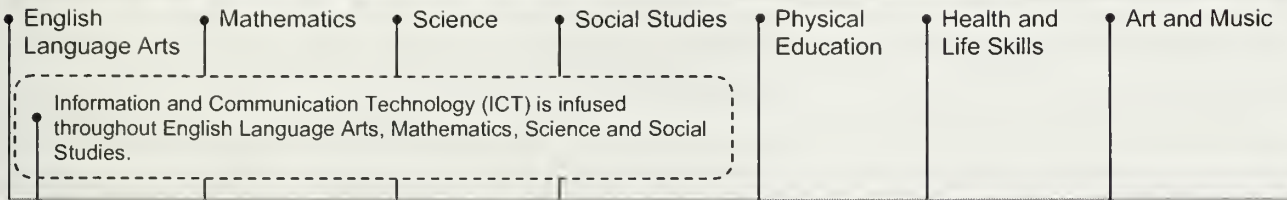
---

<http://education.alberta.ca/teachers/program/esl.aspx>

Many children born in Canada have a first language other than English and many students move here from countries where English is not the primary language. These English language learners require English as a second language (ESL) programming and supports to achieve grade level expectations in all subject areas.

▼ The required subject areas are the foundation of the elementary program.

### GRADE 3: [REQUIRED SUBJECT AREAS]



## English Language Arts

View the English language arts subject page at  
<http://education.alberta.ca/teachers/program/english.aspx>

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

**The following learning outcomes are selected from the Grade 3 English Language Arts Program of Studies.**

### Explore thoughts, ideas, feelings and experiences

- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- discuss areas of personal accomplishment as readers, writers and illustrators
- ask for the ideas and observations of others to explore and clarify personal understanding
- experiment with arranging and recording ideas and information in a variety of ways

**Comprehend and respond personally and critically to oral, print and other media texts**

- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- summarize the main idea of individual oral, print and other media texts
- describe the main characters in terms of who they are, their actions in the story and their relations with other characters
- add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot

**Manage ideas and information**

- identify facts and opinions, main ideas and details in oral, print and other media texts
- ask topic-appropriate questions to identify information needs
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- record facts and ideas using a variety of strategies; list titles and authors of sources
- use titles, headings and visuals to add interest and highlight important points of presentation
- assess the research process, using pre-established criteria

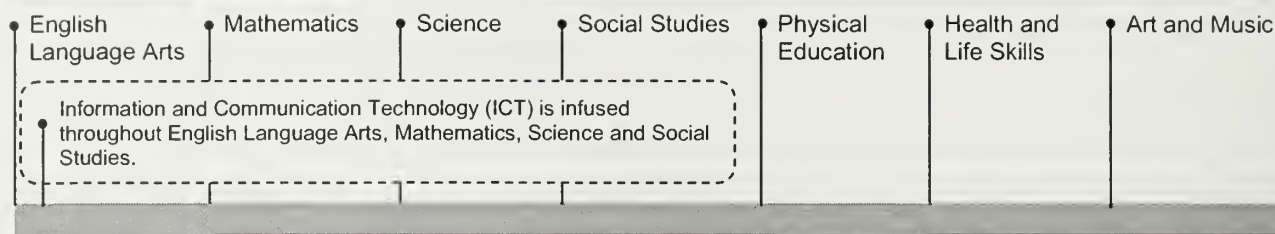
**Enhance the clarity and artistry of communication**

- combine and rearrange existing information to accommodate new ideas and information
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- understand and use vocabulary associated with keyboarding and word processing
- use adjectives and adverbs to add interest and detail to own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing

- present ideas and information on a topic, using a pre-established plan
- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas
- rephrase, restate and explain the meaning of oral and visual presentations

**Respect, support and collaborate with others**

- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities
- demonstrate respect for the ideas, abilities and language use of others
- work cooperatively with others in small groups on structured tasks
- contribute ideas and information on topics to develop a common knowledge base in the group

**GRADE 3: [REQUIRED SUBJECT AREAS]****Mathematics**

View the mathematics subject page at  
<http://education.alberta.ca/teachers/program/math.aspx>

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

**The following learning outcomes are selected from the Grade 3 Mathematics Program of Studies.**

**Number**

- represent and describe numbers to 1000, concretely, pictorially and symbolically
- demonstrate an understanding of fractions by:
  - explaining that a fraction represents a part of a whole
  - describing situations in which fractions are used
  - comparing fractions of the same whole that have like denominators.

### Patterns and Relations

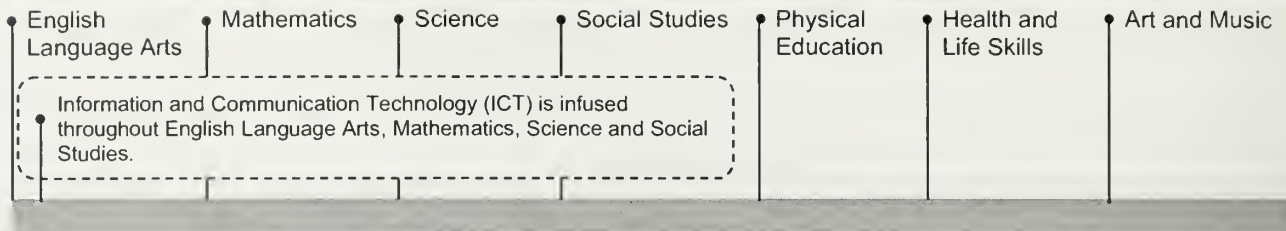
- sort objects or numbers, using one or more than one attribute
- solve one-step addition and subtraction equations involving a symbol to represent an unknown number

### Shape and Space

- relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context
- demonstrate an understanding of measuring length (cm, m) by:
  - selecting and justifying referents for the units cm and m
  - modelling and describing the relationship between the units cm and m
  - estimating length, using referents
  - measuring and recording length, width and height
- sort regular and irregular polygons, including:
  - triangles
  - quadrilaterals
  - pentagons
  - hexagons
  - octagonsaccording to the number of sides.

### Statistics and Probability

- collect first-hand data and organize it using:
  - tally marks
  - line plots
  - charts
  - liststo answer questions

**GRADE 3: [REQUIRED SUBJECT AREAS]****Science**

View the science subject page at <http://education.alberta.ca/teachers/program/science.aspx>

View science digital resources on the LearnAlberta.ca Web site at <http://learnalberta.ca>

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

**The following learning outcomes are selected from the Grade 3 Science Program of Studies.**

**Rocks and Minerals**

- demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials
- study soil, learning that different soils have different compositions, and that component materials include rock fragments and remains of living things
- explore similarities and differences in various kinds of rock, using simple tests and tools

**Building with a Variety of Materials**

- use, safely, a variety of tools, techniques and materials in construction activities
- construct structures, using a variety of materials and designs
- compare the effectiveness of the various materials and designs for their intended purposes

**Testing Materials and Designs**

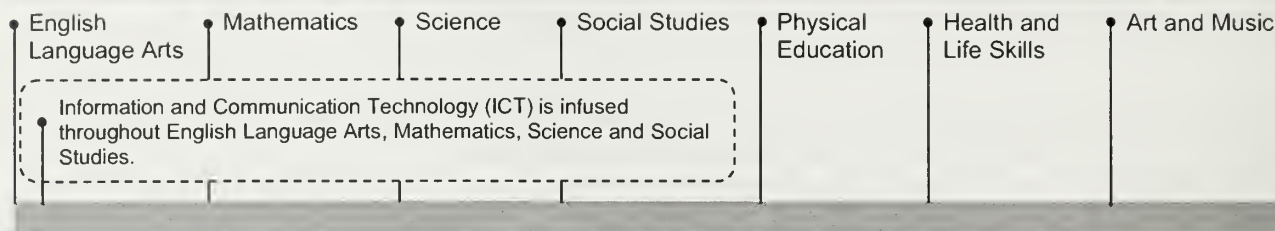
- compare paper, clay, cardboard, polystyrene or other available materials to see which are strongest, which resist bending, crushing or tearing, and which are easiest to shape or join
- test different shapes or thicknesses of materials for strength and stability
- evaluate the suitability of different materials and designs for their use in a building task

**Hearing and Sound**

- describe the nature of sound
- learn about sound travel by studying what things carry sound
- learn what happens to sound when it reaches their ears
- demonstrate methods for producing and controlling sound

**Animal Life Cycles**

- observe the life cycle of one small animal, from its earliest stage to adulthood
- compare the life cycle of insects with that of vertebrate animals
- describe the appearance and life cycles of some common animals, and identify their adaptations to different environments
- identify requirements for animal care

**GRADE 3: [REQUIRED SUBJECT AREAS]****Social Studies**

View the social studies subject page at <http://education.alberta.ca/teachers/program/socialstudies.aspx>

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, the Ukraine and Peru. Students will inquire into how various factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places.

Grade 3 provides opportunities to explore the defining and diverse nature of communities around the world. There will be an exploration of how common human needs are met and how they contribute to quality of life. Their understanding of global citizenship will be further developed and they will recognize Canada's involvement in other parts of the world.

The following learning outcomes are selected from the Grade 3 Social Studies Program of Studies.

### **Communities in the World**

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

#### ***Values and Attitudes***

Students will appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own

#### ***Knowledge and Understanding***

Students will examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life?
- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- How are decisions made in the communities? Who is responsible for making the decisions?

Students will examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada?
- In what ways do the communities show concern for their natural environment?

Students will examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)?
- What are the main forms of technologies, transportation and communication in the communities?

## **Global Citizenship**

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

### ***Values and Attitudes***

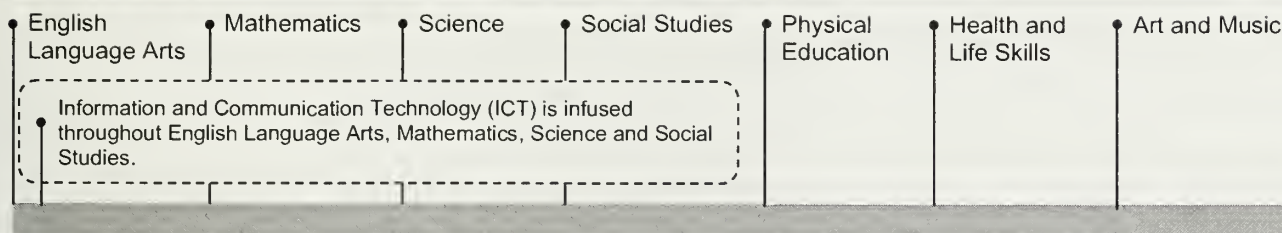
Students will appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them
- respect the equality of all human beings

### ***Knowledge and Understanding***

Students will explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens?
- In what ways can individuals and groups contribute to positive change in the world?

**GRADE 3: [REQUIRED SUBJECT AREAS]****Physical Education**

View the physical education subject page at  
<http://education.alberta.ca/teachers/program/pe.aspx>

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

**General Outcome A: Activity**

*Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.



## General Outcome B: Benefits Health

*Students will understand, experience and appreciate the health benefits that result from physical activity.*

- Functional Fitness
- Body Image
- Well-being



## General Outcome C: Cooperation

*Students will interact positively with others.*

- Communication
- Fair Play
- Leadership
- Teamwork



## General Outcome D: Do it Daily ... for Life!

*Students will assume responsibility to lead an active way of life.*

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

## Exemptions from Physical Education

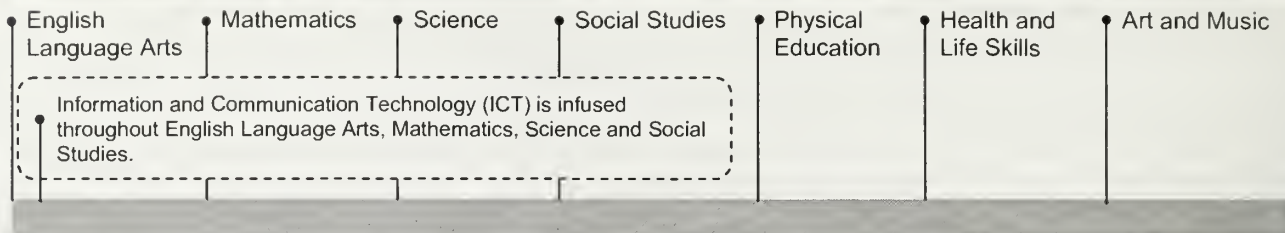
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

<http://education.alberta.ca/physicaleducationonline>

## Physical Education Online

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.

**GRADE 3: [REQUIRED SUBJECT AREAS]****Health and Life Skills**

View the health and life skills subject page at  
<http://education.alberta.ca/teachers/program/health.aspx>

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

**Wellness Choices**

*Students will* make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

**Relationship Choices**

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

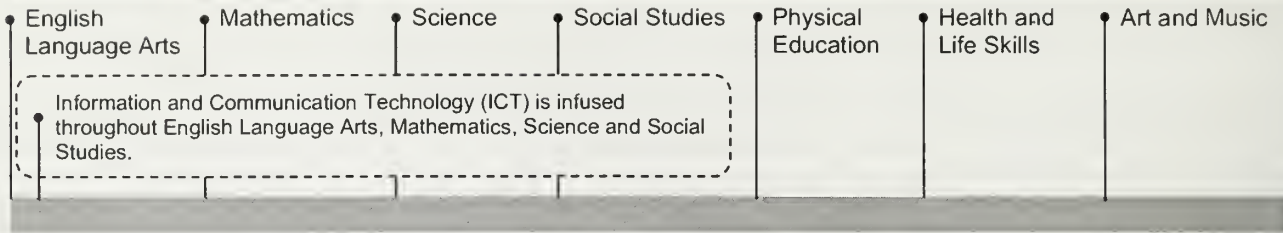
- Understanding and expressing feelings
- Interactions
- Group roles and processes



### Life Learning Choices

*Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism

**GRADE 3: [REQUIRED SUBJECT AREAS]****Art and Music**

View the fine arts subject page at <http://education.alberta.ca/teachers/program/finearts.aspx>

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

**Art**

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

**The following learning outcomes are selected from the Grade 3 Art Program of Studies.**

- make distinctions within classes of natural objects or forms
- assess the visual qualities of objects
- perfect forms and develop more realistic treatments
- improve compositions by refining, rehearsing and critiquing
- express a feeling or a message
- use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

## Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

**The following learning outcomes are selected from the Grade 3 Music Program of Studies.**

- understand that some music does not have a steady beat
- understand that two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants
- understand that changes in dynamics add to the effect of music
- recognize the instruments in the four families of the orchestra: string, woodwind, brass, percussion
- participate in folk, square or traditional ethnic dances
- sing two-part rounds and simple descants
- recognize 4/4 time signature
- create movement to demonstrate form in music



The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

### GRADE 3: [OPTIONAL SUBJECT AREAS]

Drama

Languages

## Drama

View the drama subject page at  
<http://education.alberta.ca/teachers/program/finearts.aspx>

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

**GRADE 3: [OPTIONAL SUBJECT AREAS]**

Drama

Languages

**Languages**

<http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx>

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta Education has approved numerous provincial language programs of study. As well, school authorities may develop and implement locally developed language courses to meet their needs.

**FIRST NATIONS, MÉTIS AND INUIT LANGUAGES****Blackfoot and Cree Language and Culture**

<http://education.alberta.ca/teachers/program/fnmi.aspx>

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

**The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.**

**Blackfoot**

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

**Cree**

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawâkanak ka nihtâ nehiyawewak*)

- live (*wa*)*wētina(hk)* (peacefully) with Mother Earth, others and themselves, guided by *Ômâwawî Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effectiveness of learning and communication

## FRENCH

### French Immersion Program

<http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx>

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

### French Language Arts

<http://education.alberta.ca/francais/teachers/progres/core/fla.aspx>

In Division 1, the French language arts program of studies is primarily intended to develop oral vocabulary and basic sentence structure that will enable students to engage actively in classroom activities. By first learning orally the basics of the French language, especially vocabulary, students are able to learn how to read since the words they encounter in their reading will now have meaning. They will also have acquired words and basic sentence structures to express themselves in writing.

**Note:** The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 3, learning occurs primarily:

In **oral comprehension** through:

- listening to texts in various subject areas
- listening to recorded texts supported by illustrations
- viewing audiovisual documentaries.

In addition to continuing the development of basic listening strategies, students learn the importance of establishing links between new information and what they already know about the topic to carry out their listening project.

In **reading comprehension**:

Teachers will select, for their students, texts of approximately:

- 150 to 200 words, in the case of general texts used for information purposes
- 300 words, in the case of stories whose content is related to the students' prior knowledge but introducing an aspect that is not always familiar.

In **oral production**:

Themes for presentations and discussions may be chosen from various subject areas. Students should have had the opportunity to explore topic-related vocabulary in various contexts. Proposed situations should allow students to demonstrate what they already know or have learned about a given topic, or to represent their imaginary world.

Student presentations and discussions should be short and well structured, with emphasis on:

- the meaning of the message
- the sequence of actions to report an event or tell a story
- the importance of teacher feedback to improve the quality of their message.

**In writing:**

Students learn to write short texts to develop an aspect of a given topic and write short stories to represent their imaginary world.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- the choice of words to express their ideas
- word order in increasingly complex sentences
- punctuation in increasingly complex sentences
- spelling.

**INTERNATIONAL LANGUAGES****Bilingual Programs**

<http://education.alberta.ca/teachers/program/interlang.aspx>

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

## Language and Culture Programs

Students registered in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. The language and culture program is designed to develop language and cultural skills.

Students will:

- use the international language in a variety of situations for a variety of purposes
- use the international language effectively and competently
- acquire the knowledge, skills and attitudes to become effective global citizens
- know and use strategies to maximize the effectiveness of learning and communication.

Italian Language and Culture (Twelve-year Program) is the only provincial language and culture course sequence that begins at Grade 1 and extends through to Grade 12.

## LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.



## Commonly Accessed Web Links

Alberta Regional Professional Development Consortia  
<http://www.arpdc.ab.ca>

Alberta School Boards Association School Fee Advisory  
<http://www.asba.ab.ca/services/policy-ad-fees07.asp>

Alberta School Council Resource Manual  
<http://education.alberta.ca/media/464094/scm.pdf>

Alberta School Councils' Association (ASCA)  
<http://www.albertaschoolcouncils.ca>

Assessing Student Achievement  
<http://education.alberta.ca/admin/testing/achievement.aspx>

Daily Physical Activity  
<http://education.alberta.ca/teachers/resources/dpa.aspx>

Digital Resources to Support Curriculum Outcomes  
<http://learnalberta.ca>

Grade Level of Achievement (GLA)  
<http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf>

*Handbook for Aboriginal Parents of Children with Special Needs* (2000)  
<http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf>

Learning Resources Centre (LRC)  
<http://lrc.education.gov.ab.ca/pro/default.html>

*The Learning Team: A Handbook for Parents of Children with Special Needs* (2003)  
<http://education.alberta.ca/admin/special/resources/learningteam.aspx>

Our Treasured Children  
<http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712>

Provincial Achievement Tests  
<http://education.alberta.ca/admin/testing/achievement.aspx>

Public Health Agency of Canada  
<http://www.phac-aspc.gc.ca/pau-uap/paguide/>

*School Act*  
[http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg\\_type=Acts&isbncln=9780779733941](http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941)

School of choice information  
<http://education.alberta.ca/parents/choice.aspx>



## Curriculum Handbook for Parents 2010–2011: Grade 3

### Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

**Circle the phrase that best completes the sentence.**

1. I found the information provided about the specific subject areas was (too specific/just right/too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

**Do you agree or disagree with the following statements?**

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

**Please tell us more . . .**

I felt that there was enough information in this document about \_\_\_\_\_  
but, I thought that there could have been more information in this document about \_\_\_\_\_  
\_\_\_\_\_.

I felt that this document was missing information about \_\_\_\_\_.

**Thank you for sharing.**

*Please send your response to:*

**Communications Coordinator**  
Alberta Education  
10044 – 108 Street NW  
Edmonton, AB T5J 5E6  
Canada  
Fax: 780-422-3745









